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ABSTRACT

This competency-based preservice home economics teacher education module on occupational preparation for jobs utilizing housekeeping skills is the second in a set of two modules on occupational programs related to home management. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objectives and overview, three units of instruction are presented: (1) housekeeping tasks and performance standards (containing a lesson on development of a program for training household workers), (2) safety practices (containing a lesson on identification of potentially hazardous working conditions), and (3) developing a housekeeping program (containing a lesson on an adult training program). Each unit generally includes the following elements: unit objectives, unit overview, narrative summary, suggested activities, and suggested resources. Also included are the six following appendixes: a list of problem areas in performance of housekeeping tasks; ways to use cleaning agents; work situations associated with fatigue; work heights; illustrations of hazardous working conditions; and an outline for an adult program. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (CT)

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OCCUPATIONAL STRAND:

MANAGEMENT

MODULE II-F-2 OCCUPATIONAL PREPARATION FOR JOBS UTILIZING HOUSEKEEPING SKILLS

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1978

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California State Department of Education
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CE 019 949

MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

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The project was developed under a contract with the Bureau of Homemaking Education, California State Department of Education under the provisions of PL 90-576 and PL 94-482. However, the opinions expressed herein do not necessarily reflect the position or policy of the Bureau of Homemaking Education or the U. S. Office of Education, and no official endorsement should be inferred.

MATCHE PROJECT

1974-1978

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OCCUPATIONAL PREPARATION FOR JOBS UTILIZING HOUSEKEEPING SKILLS

Module Objectives

Assigned three residences or institutions of various sizes and conditions, and working with a group of peers, the MATCHE student will be able to perform housekeeping duties and direct the performance of housekeeping skills to meet the standards of sanitation and speed of a professional maintenance service.

The MATCHE student will be able to locate and describe the resources needed to organize a professional maintenance service, including insurance, franchise, equipment, unions, wages, professional standards, etc.

Module Overview

The housekeeping skills that are used daily by homemakers can be used in the occupational area of housekeeping. Job opportunities exist in hotels, motels, hospitals, government agencies, and professional maintenance services. By modifying the criteria which your instruction on housekeeping skills is intended to meet to include "meeting professional standards," your pupils will be able to acquire skills which will enable them to enter the field of institutional management and services.

Such factors as safety, speed, thoroughness, and the order in which tasks are performed are emphasized heavily by professionals. The proper use of equipment and supplies and knowing what procedures to use are also important factors in meeting professional standards.

To acquaint you with these important factors and to enable you to modify your classroom instruction to give your pupils wage earning skills for jobs which require housekeeping skills, this module has been divided into the following units:

Unit 1: Housekeeping Tasks and Performance Standards

Unit 2: Safety Practices

Unit 3: Developing a Housekeeping Program

Note to instructor: It is recommended that all site visitations and requests for assistance in the community be coordinated by or cleared through the instructor. This would avoid duplication of efforts by students and resource personnel.

UNIT 1

HOUSEKEEPING TASKS AND PERFORMANCE STANDARDS

Objectives

The MATCHE student will be able to identify and describe housekeeping tasks and relate them to occupations and jobs which require their performance.

The MATCHE student will be able to identify and describe the principal factors which are considered in meeting professional standards of housekeeping.

Overview

There are several occupations which require the professional performance of housekeeping skills to meet standards of safety and sanitation.

It is the purpose of this unit to introduce you to those skills, the jobs which require them, and the standards which must be met.

Lesson: Development of a Program for Training Household Workers

Narrative Summary

Karl Estel, Vice-President and General Manager of the Broadmoor Hotel in Colorado Springs, Colorado, has stated "that, without a doubt, the mark of excellence in any hotel is quality housekeeping."

Performance of housekeeping tasks can lead to a variety of jobs directed toward the care of the physical environment or personal care. The National Committee on Household Employment (NCHE) was established to "develop, promote and elevate the status of household related services as well as the quality of employment in such occupations."

Vocational Education and Manpower programs have been developed to train Homemaker-Health Aides to provide substitute care and essential services when and where needed.

In the performance of housekeeping tasks, the removal of different kinds of dirt and soil from a variety of surfaces must be done under safe and sanitary practices to meet the standards of the National

Safety Council and to meet the terms mandated by the Occupational Safety and Health Act (OSHA).

Lack of knowledge of how to clean may result in: (1) damage to surfaces and materials due to poor choice of cleaning products; (2) damage to appliances because of misuse; and (3) making the job harder than it needs to be resulting in increased fatigue, both physiological and psychological.

Suggested Activities

1. Review the outline "Problem Areas in Performance of Housekeeping Tasks Related to Cleaning" (Appendix A, p. 9), work simplifications principles, Simplify your Housework, Extension Bulletin, University of California, Berkeley, "Time and Motion Studies, p. 276 of the Professional Housekeeper, and Using Cleaning Agents (Appendix B, p. 10).

   Working in groups of two, prepare detailed instructions for the training for one housekeeping task.

2. Identifying potential fatigue-producing situations can be useful in altering work conditions to minimize fatigue and stress. List three characteristic problem areas associated with fatigue. See transparency, Appendix C.

3. Study the transparency, Appendix D; record your measurements for each of the conditions listed. Compare these measurements with existing facilities, e.g., your kitchen, the kitchen in your homemaking lab. If the working heights are not suitable for you, could you change them in any way without making major alterations?

4. Survey a local professional maintenance service agency.

   a. What kinds of insurance are carried; are the workers covered by workman's compensation?

   b. Is there a union available to workers?

   c. Are the workers covered by the minimum wage law?

   d. What legislation or agencies govern working conditions of workers who perform housekeeping skills?

   e. What are the rules governing deduction of social security from wages?

   f. Who determines housekeeping standards and how and by whom are these standards evaluated?

Upon completion of the activities, discuss concepts with your instructor.

Suggested Resources

Bratton, Esther Crew. Home Management Is. Boston: Ginn and Company, 1971.

Hulett, Josephine, as interviewed by Janet Dewart, "Household Help Wanted-Female." Ms. Magazine, February 1973.

"Simplify Your Housework." Extension Bulletin Extension Service, University of California, Berkeley.

The Soap and Detergent Association, 485 Madison Ave., New York, New York 10022. "Housekeeping Directions-A Simplified Guide."

USDA Low Income Teaching Kit, "On a Clean House." Federal Extension Packet D and E. U.S. Superintendent of Public Documents, U.S. Government Printing Office. Washington, D.C. 20402.

Instructor's Guidelines for Homemaker Health Aide Program. State of California. Department of Health, Manpower Development Section. Sacramento, California, December 1970.

UNIT 2

SAFETY PRACTICES

Objectives

Given several drawings illustrating institutional and housekeeping task situations, each containing one or more safety hazards, the MATCHE student will be able to correctly identify each safety hazard.

Given several drawings illustrating the unsafe use of institutional and housekeeping equipment and supplies, the MATCHE student will be able to identify the possible results of such misuse, and state the proper procedures which would prevent such results.

The MATCHE student will be able to write at least ten rules to observe for preventing accidents or injury while performing housekeeping tasks.

The MATCHE student will be able to list the professional standards and regulations governing housekeeping occupations and identify those mandated by legislation.

Overview

Perhaps the most crucial of all factors considered in meeting professional standards of housekeeping is safety. The ability to recognize safety hazards and the mastery of safety practices in the performance of duties and use of equipment should be demonstrated by all who engage in occupations which use housekeeping skills.

Lesson: Identification of Potentially Hazardous Working Conditions

Narrative Summary

An overwhelming majority of all on-the-job "accidents" are a result of individual failure to note or heed a reasonably obvious safety hazard.

An accident is the occurrence of an unplanned event which takes place at some point in a sequence of chain of planned events; an unplanned event to which the individual fails to or is unable to adjust. The potential for injury is there.

Even a fraction of an inch or a split second can separate a minor accident from a major one.

Failure to adhere to sound health and safety practices may be due to lack of awareness and/or lack of training.

Failure to adhere to sound health and safety practices may result in injury, loss of income to the individual, and loss of productivity to the employer.

Suggested Activities

1. Examine the drawings in Appendix E. Identify at least fifteen of the safety hazards pictured, and list proper procedures for prevention.

2. Read Chapter 27 in The Professional Housekeeper.

   a. Interview a local fireman and determine the prevalent causes of fire in home and industry or interview a manager of a janitorial service and determine causes of home and industrial accidents.

   b. Observe a team of commercial housecleaners and list safety practices observed. Compare your list with practices mandated by OSHA.

Suggested Resources

Heldreth, Harold E., and Leonard C. Smith. Making Safety Work. New York: McGraw-Hill, 1976.

Housekeeping Directions--A Simplified Guide, Cleanliness Bureau, The Soap and Detergent Association, 485 Madison Avenue, New York, New York 10022.

Tucker, Georgianna, and Madeline Schneider. The Professional Housekeeper. Boston: Cahners Books, 1975. Chapter 27, pp. 313-320.

Confer with instructor before continuing to Unit 3.

UNIT 3

DEVELOPING A HOUSEKEEPING PROGRAM

Objective

The MATCHE student will obtain experience in all aspects of a housekeeping occupation and will then develop a proposal for an adult program. (The objective will be waived at the discretion of the instructor, considering the student's goals.)

Overview

This unit is provided to give prospective teachers of adult education an opportunity to plan an instructional program for using housekeeping skills to obtain gainful employment.

Lesson: Adult Training Program

Narrative Summary

Workers using housekeeping skills in job performance will be performing services in a variety of circumstances for everyday people with diverse problems. Training programs must develop the skills and attitudes necessary to provide high quality service as well as attainment of personal satisfaction in performance of these skills. In-service training programs must be designed to update the necessary skills and have the potential to train for advancement beyond the entry level.

Suggested Activities

1. Observe a Manpower Training Program for Home Assistants and Health Aides. Write a short descriptive summary of its strengths and weaknesses as perceived at the time of the visit. Share with a small group of classmates and submit summary to instructor.

2. Obtain experience in three of the following situations in which job performance would use housekeeping or management skills, or verify your experience.

   a. Private home as
      - household worker
      - laundress
      - personal care services

- substitute care services in homes disrupted by illness or other crises
- meal preparation
- supervisor of homemaker-aides

b. Motel or Hotel
- housekeeper
- housekeeper aide
- laundress

c. Commercial janitorial service
- servicing office buildings
- servicing homes
- servicing apartments after renter moves out

Keep a log or write a summary of your experience and discuss with your instructor.

3. Listen to a speech on the importance of interpersonal relationships.

4. Using the outline in Appendix F, develop a complete course for adult training program.

Suggested Resources

HRET Training Programs--Center for Educational Innovation Hospital Research and Educational Trust of American Hospital Association. Published by Robert J. Brady Co., Bowie, Maryland 20715. (301) 262-6300.

News Release: U.S. Department of Labor, Office of Information. Washington, D.C. 20210. Wed., March 13, 1968. "7 Projects Will Seek to Upgrade Household Employment."

Suggested Training Outline for Home-Related Services. National Committee on Household Employment. 7705 Georgia Ave. NW, Suite 208, Washington, D.C. 20012.

Unpublished Proceedings: Rutgers University Workshop, "Program Development For Training Homemaker-Home-Health Aides." New Brunswick, New Jersey. July 1-10, 1968.

Instructor's Guidelines for Home Health Aide Program. State of California. Department of Health, Manpower Development Section, 744 P Street, Sacramento, California, December, 1970.

APPENDIXES

Appendix A

Problem Areas in Performance of Housekeeping Tasks

I. Cleaning:
   - A. kinds of dirt
   - B. kinds of cleaning agents (see Appendix B)
   - C. kinds of surfaces to be cleaned

II. Special cleaning jobs:
   - A. floor care
     1. carpets
     2. wax finishes
   - B. wallpaper and painted walls
   - C. furniture
   - D. gas and electric range
   - E. refrigerators
   - F. laundry

III. Special room cleaning:
   - A. kitchen
   - B. bathroom
   - C. living area
   - D. sleeping area
   - E. storage areas

IV. Cleaning equipment:
   - A. proper use
   - B. proper care

V. Safety practices

VI. Conservation of time and motion

VII. Elimination of stressful situations that relate to:
   - A. physiological fatigue
   - B. psychological fatigue

Appendix B

USING CLEANING AGENTS

Kinds of Soil	Cleaning Agent	Effects on Fabrics, Finishes
Loose soil: dust, hair, dried mud	Brushing, sweeping	None, except possible scratching of furniture finishes.
Water soluble soils: syrups, fruit juices starchy foods	Water. Always try cool or lukewarm first, if in doubt. Use small amounts and dry immediately.	None, except when used in excess.
Soils insoluble in water: oils or solid dirt attached by oil	Soap or other detergents in hot water.	Hot water harmful to many finishes, fabrics.
	Alkaline solutions (all of the strong household cleaners).	Alkalines harmful to many fabrics (especially those from animal fibers), finishes, colors.
	Fat solvents (liquid spot removers).	Fat solvents safe on fabrics in small amounts.
	Fat absorbents (powder spot removers, corn meal, fuller's earth).	Absorbents safe.
Tarnish or corrosion	Acid water solutions (lemon juice, vinegar).	Weak acids, lemon and vinegar, usually safe. Strong acids harmful.
	Abrasives (metal polishes, scouring powders).	Abrasives scratch smooth finishes.

Source: Esther C. Bratton, Home Management Is-----(Boston: Ginn and Co., 1971) p. 28.

Appendix C

Situations Associated with Fatigue

SITUATIONS ASSOCIATED WITH FATIGUE

Length of Work Period and Posture

Long work period in restricted or uncomfortable position
Standing for long working period
Long period of making constant postural shifts

Nature of Tasks

Heavy physical tasks
Disliked tasks
Unaccustomed tasks
Tasks requiring close attention

Stressful Conditions

Tense atmosphere
Emotional engagement
Insufficient knowledge or information
Information overload

Fatigue and stress often result from household work. The situations most often associated with fatigue are listed on this transparency. Identifying potential fatigue-producing situations can be useful in altering our work conditions ot minimize fatigue and stress.

Source: Carole A. Vickers, Home Management Contexts and Concepts. (Boston: Houghton Mifflin Company, 1975)

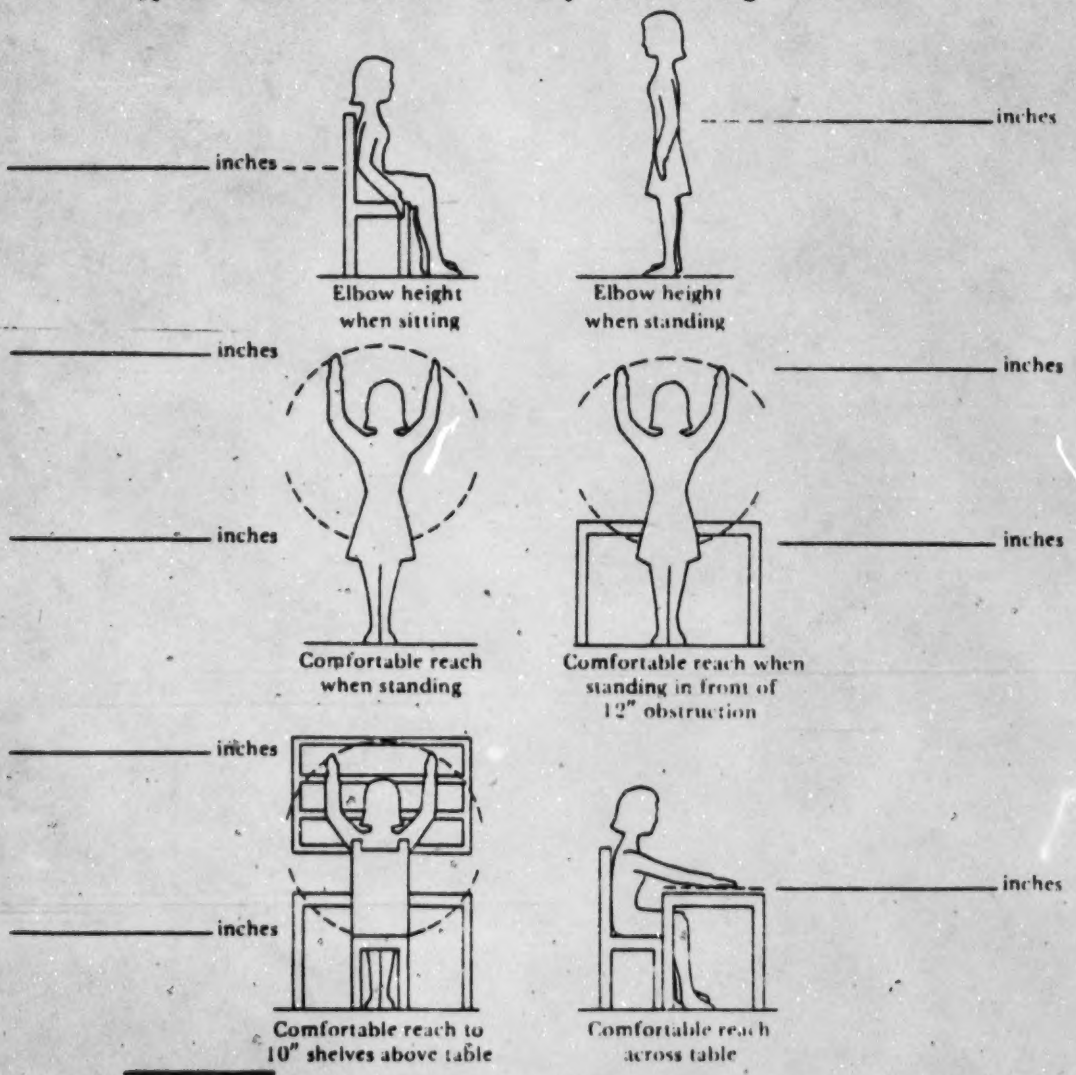
Note: Any or all of the items in this manual may be adapted or reproduced in any way which will make them more useful for college teachers and their classes. Reproduction of these items for commercial purposes is expressly prohibited.

Appendix D

Work Heights

Measurement of Reach

Directions: Record your measurements for each of the conditions described below; record the findings on this paper. Elbow height should be measured as the distance from floor to bent elbow, held in horizontal position. All measurements when seated should be made at a table (desk) 24" - 28" high while sitting in a chair of proper height. Comfortable reach is the distance which can be reached without undue stretching. Take measurements while wearing type of shoes which are usually worn during work.



Source: Carole A. Vickers, Home Management Contexts and Concepts. (Boston: Houghton Mifflin Company, 1975)

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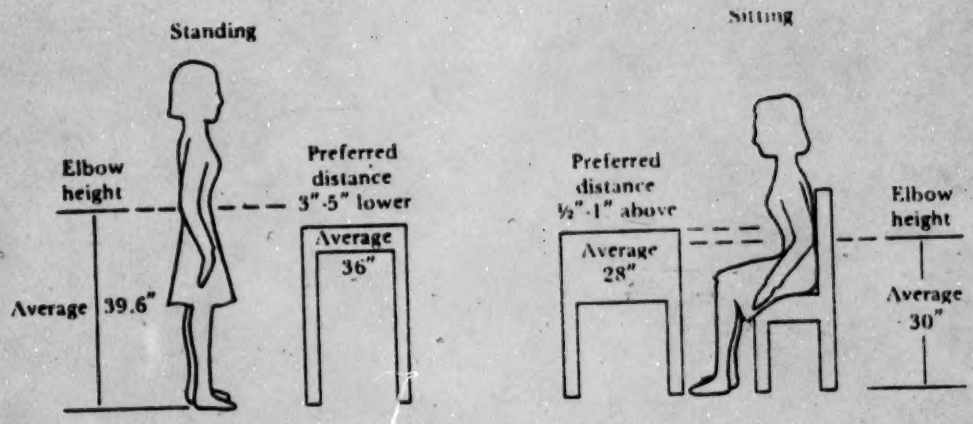
Appendix D (cont'd.)

Work heights
for women
(average height)

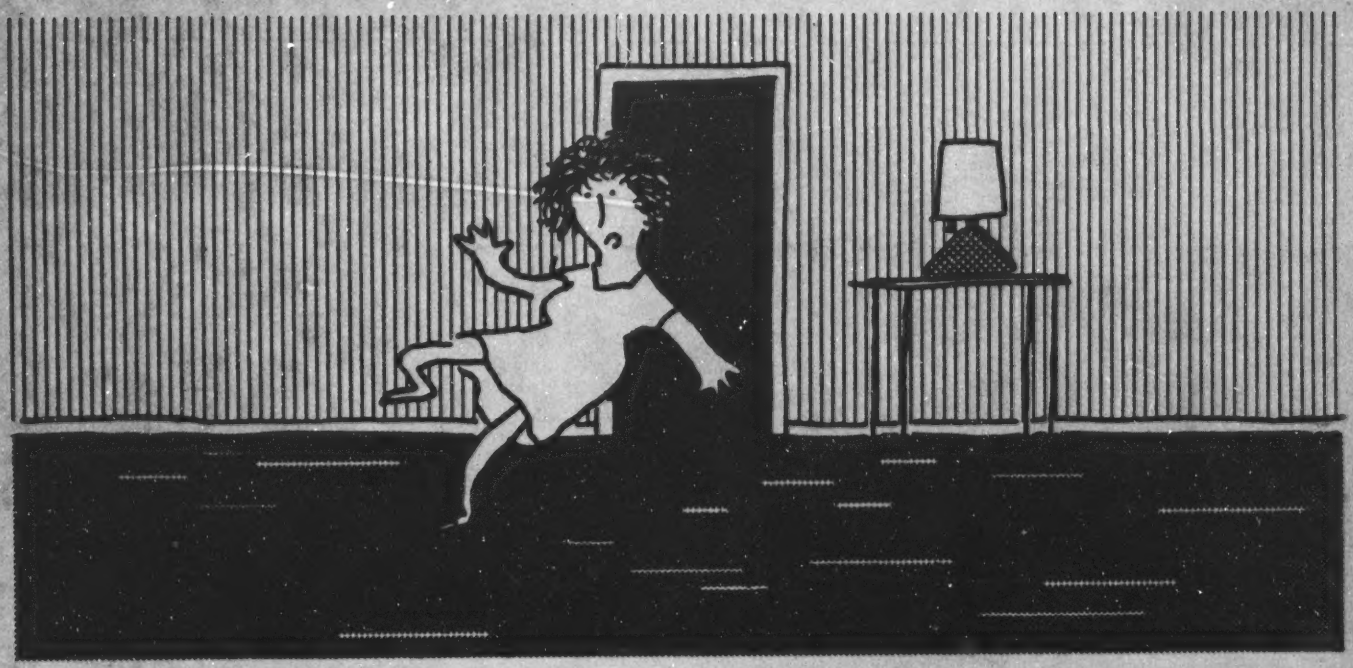


Appendix E

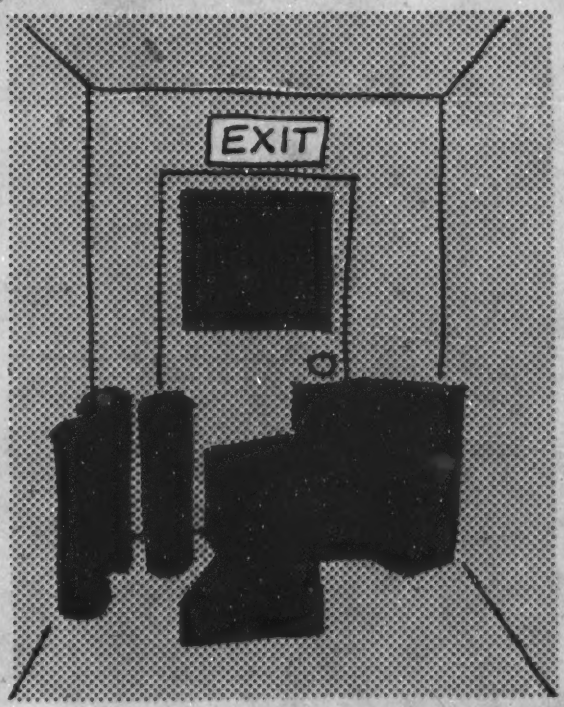
Hazardous Situations

HAZARDOUS SITUATIONS

Drawings by Howard Statham, I.M.C., C.S.U.F., 1977.

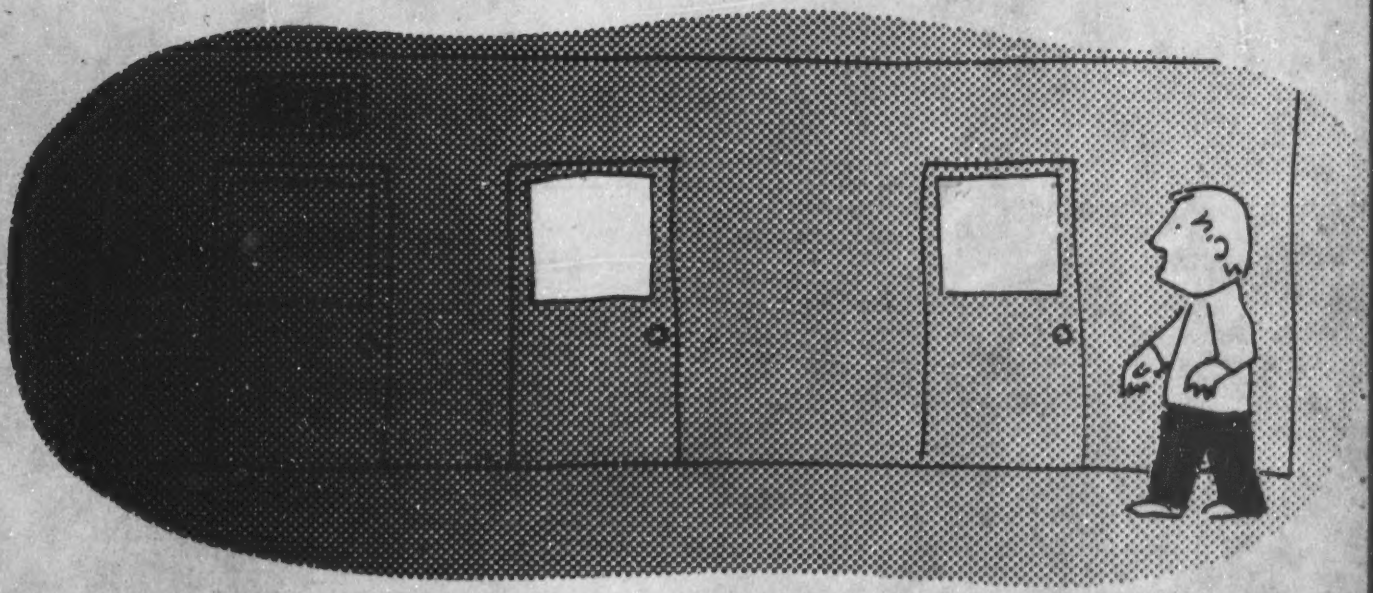


HAZARDOUS SITUATIONS



Drawings by Howard [illegible]
C.S.U.F.

HAZARDOUS SITUATIONS



Drawings by Howard Statham, I.M.C., C.S.U.F.

HAZARDOUS SITUATIONS

Drawings by Howard Statham, I.M.C., C.S.U.F.

Appendix F

Outline for Adult Program

I. Orientation

A. To the world of work:
   1. responsibilities
   2. rights

B. To the client or employer:
   1. confidentiality--client's right to
   2. expectations of client

C. To the agency:
   1. agency supplying homemaker's services
   2. employment agency for household employee

II. Awareness of importance of interpersonnal relations

A. Types of probable clients:
   1. the elderly
   2. homemaker with small children
   3. the chronically ill
   4. mentally and/or physically handicapped
   5. families in crisis
      a. mother in hospital
      b. family member temporarily ill, placing undue stress on homemaker
      c. death in family
      d. wedding
      e. entertainment

B. Awareness of self and how this affects helping others

III. Developing Homemaking Skills:

A. cleaning
B. shopping
C. cooking
D. laundry
E. economy
F. home safety
G. home management
H. consumer services

IV. Assessment of acquired skills

MODULE PRE/POSTTEST

Student_____

Occupational Preparation for
Job Utilizing Housekeeping Skills

Instructor_____

Date_____

Student: This pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of pretest results.

1. Assume that you wanted to start a professional maintenance service where you would hire and supervise four or more workers:

   a. Where would you obtain information concerning filing of required forms for payment of various taxes and monetary deposits prior to establishing and during operation of a small business?

   b. What are the requirements concerning the following:

      (1) Preliminary timed deposits

      (2) Federal forms

      (3) State forms

      (4) Workman's Compensation

      (5) Property tax

   c. Is there a union for household workers?

   d. What are the implications for liability in the event of theft or breakage by a worker?

   e. Are household workers governed by the minimum wage law?

   f. What professional standards of safety would you have to meet in operating a small business?

   g. What are some of the problems you might encounter in supervising and scheduling the workers?

   h. What equipment and cleaning supplies would your workers need and what, if any, might you furnish?

i. How would you meet transportation problems both of your workers and of you as a supervisor?

j. What is meant by "franchise"?

2. In performance of professional housekeeping tasks, standards of performance must be met.

   a. What principles of work simplification and time and motion should be incorporated into any training for such a program?

   b. What situations are associated with fatigue, and how might they be eliminated?

3. Identify three homemaking skills that could be used in a professional capacity.

4. Design a topical outline for a program to train Homemaker-Health Aides and/or household workers.

5. Design an outline to define problem areas in the performance of housekeeping tasks.

6. Design an outline to teach a skill necessary for professional performance of one specific housekeeping task, e.g., cleaning the bathroom, shampooing upholstered furniture, cleaning the refrigerator.

7. What legislation governs safety practices in industry, and what does it mandate?

8. List at least ten safety rules to observe for preventing accidents or injury while performing household tasks.

ANSWER KEY
MODULE PRE/POSTTEST

Occupational Preparation for
Jobs Utilising Housekeeping Skills

Instructor: Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. a. Information and required forms to be filed may be obtained from the State Board of Equalization, Social Security (SS), and the Internal Revenue Service (IRS).

   b. Required filing of forms:

      (1) Preliminary timed deposits: An estimate must be made as to how much your gross business will be for the first year. You then must place either that amount or a percentage of that amount in a timed savings deposit, with a receipt given, which you may not touch for two or three years. If at the end of that time it is assured that taxes are paid on time and Social Security and withholding payments are being made, and after an audit, the money will be released.

      (2) Federal forms:

         (a) Each employer is assigned a number by IRS and an Employer's Quarterly Federal Tax Return will be filed.

         (b) A Federal Tax Deposit Form will also be sent by IRS. If federal income tax and SS to be paid for employees is more than $200 per month, the money must be deposited in a timed savings deposit with a receipt given.

         (c) A W-4 form, Employee's Withholding Allowance Certificate, must be filed for each employee.

         (d) A W-4E form, Exemption from Withholding, will be filed for those employees who incurred no tax liability for the year.

         (e) A W-2 form, Wages and Tax Statement, must be filed: one copy to IRS, one for employer's file, one copy to the state and one copy to the employee. A quarterly report of Social Security withholding must be filed by the individual who employs help around the home.

(3) State forms:

(a) Form DE3, Quarterly Contribution, Return, and Report of Wages under the Unemployment Insurance Code, and Report of California Personal Income Tax Withheld, must be filed.

1. The employee contributes 1 percent of his or her wages toward disability and unemployment.

2. The employer matches this contribution.

3. A quarterly statement of wages must be sent to the state for employees whose wages are not reported elsewhere.

(b) State (940), Employer's Annual Federal Unemployment Tax Return, must be filed.

(c) A state, local, and district sales and use tax form must be filed every three months.

(4) Workman's Compensation: The employer will itemize the amount of wages, and this, coupled with the type of business (potential hazards to workers), will determine how much money is to be paid. An insurance policy to cover this may be carried through a state agency or through a personal insurance agent. A recent law that went into effect on January 1, 1977, states that any individual who hires help in or around the home must carry workman's compensation for those employees.

(5) A property tax assessment will be made of business property, e.g., desks, carpet, and furnishings, and you will be taxed accordingly.

c. NCHE has been assisting household workers to form their own union associations which act as placement exchanges and as mediators between workers and employers. There are about twenty-five associations of household technicians across the country.

d. There is always the risk that an employee may break, damage, or steal a client's property. If you as an employer can prove you were not negligent in hiring or in training, the client cannot hold you responsible. However, if this cannot be proven, you as an employer may be sued for damages. If you incorporate, then the suit could be only for the worth of the business. There are insurance policies to cover this eventuality, but this adds a business expense. Individuals who hire workers around the home should investigate coverage with their homeowner's policy or through a separate policy.

e. Household workers are covered by the minimum wage law. However, it is difficult to enforce, since during times of high unemployment, workers are sometimes willing to work for less.

f. Every business must comply with the mandates of the Occupational, Safety and Health Act of 1971.

g. The biggest problem is scheduling. Clients request workers on certain days, and some employees can only work on certain days. If these two events coincide, all is fine; if not, then some public relations is in order in having enough workers on days they are wanted by clients or having enough clients on days your employees want to work. This problem is not as great if you have full-time employees.

A simple, efficient filing system is necessary. A card file is needed for the client's address, and a phone number where the client can be reached on the day the worker is at the client's house. A card file for employees should be set up.

h. Equipment and supplies are not usually furnished for household day workers, since most clients have their favorite cleaning products. Therefore, workers must be familiar with a wide variety of cleaning products (see Appendix B).

i. Employees usually provide their own transportation; however, this sometimes amounts to considerable expense for the employee.

For the supervisor, car expenses incurred while traveling to supervise employees can be counted as a business expense.

j. A franchise is the grant of certain rights and powers to a corporation, and in turn the authorization granted by that corporation or manufacturer to a distributor or dealer to sell its products. There are usually territorial limits within which such products may be sold, or a name used.

2. a. Answers might include the following or any time and motion principles:

(1) Use two hands whenever possible to do a task.
(2) Smooth, flowing motions are easier than irregular or jerky motions.
(3) Rhythm is essential for smooth, automatic work performed by the worker.
(4) When doing a job, keep the three body weights-- the head, chest, abdomen--in a straight alignment over the base of support.
(5) Push weights at their center of gravity.
(6) Let the leg muscles do the work when lifting objects.
(7) Select the tool that can help you do the job with the least effort.

(8) Let a machine do the work your hands cannot do. Make the best use of the machine's "on time."
(9) Eliminate unnecessary steps in a job.
(10) Combine steps of the job whenever possible.

b. The following are some of the situations which might be associated with fatigue:

(1) Tense atmosphere.
(2) Standing in one position for long periods of time.
(3) Performing unaccustomed tasks.
(4) Insufficient knowledge or information.
(5) Long work periods in an uncomfortable position.

3. Housekeeping skills that could be used in a professional capacity might include:

(1) cleaning skills
(2) laundry skills
(3) shopping skills
(4) managerial skills
(5) home safety
(6) economy
(7) care of clothing
(8) personal care
(9) care of sick

4. The answer should include topics such as:

- Orientation
  - to the world of work
  - to the client
  - to the agency

- Awareness of importance of interpersonal relations including:
  - Types of probable clients such as:
    - the elderly
    - family with young children
    - families in crises

  - Awareness of self and how this affects helping others

- Developing homemaking skills such as:
  - consumer services
  - shopping
  - cleaning
  - laundry

- Assessment of acquired skills

5. Problem areas to be identified should include items such as:

a. Cleaning
(1) kinds of dirt
(2) kinds of cleaning agents
(3) kinds of surfaces to be cleaned

b. Special cleaning jobs
   (1) floor care
   (2) papered and painted surfaces
   (3) furniture
   (4) appliances
   (5) laundry

c. Special room cleaning
   (1) kitchen
   (2) bathroom
   (3) living area
   (4) sleeping area
   (5) storage area

d. Equipment used for cleaning
   (1) proper use
   (2) proper care

e. Safety practices

f. Situations associated with fatigue

g. Conservation of time and motion

6. The answers should include the following:

   a. Equipment needed for the job

   b. Cleaning products needed

   c. Step-by-step procedures to complete the task

   d. Safety standards of performance

7. The Occupational Safety and Health Act (OSHA) became law in April 1971. It mandates that an employer must keep a place of business "free from the hazards that are likely to cause death or serious harm to his employees."

8. Any of the following answers are acceptable:

   a. Always use a step stool when reaching high objects.

   b. Keep proper body alignment when lifting objects.

   c. Use a cart for equipment rather than carrying it.

   d. Loose sweaters, dangling earrings, dangling necklaces, and large rings are hazardous.

   e. Never mix bleach with another cleaning product.

f. Work in a well ventilated room when using cleaning compounds.

g. Dispose of oily rags correctly.

h. Use equipment properly.

i. Have long hair tied back or under a scarf.

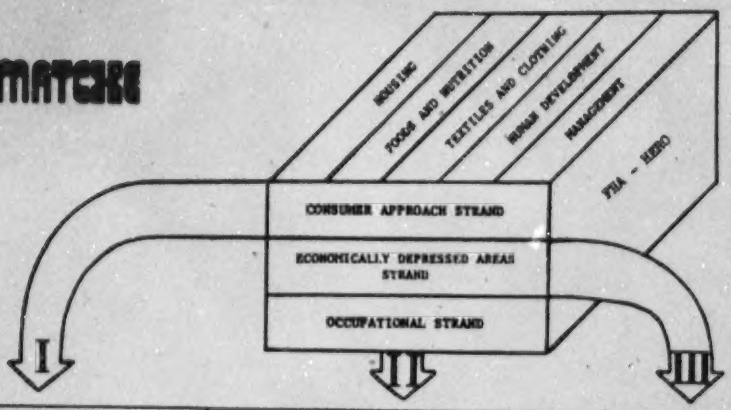
j. Do not go barefoot; needles or pins may be hidden in a shag carpet.

k. Do not pick up razor blades with bare hands.

l. Keep storage areas uncluttered.

m. Use the correct tool and/or cleaning compound for the job.

MATRIX



	I	II	III
A.	CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
	AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B.	HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C.	FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D.	TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E.	HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumper Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F.	MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele